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COUNSELLING: THE NATIONAL SCENE

By: Dr. John Brosseau
Edmonton Separate School Board

In the last ten years there has been a tremendous development of counselling throughout Canada, not only in terms of the sheer number of counsellors but also in terms of the quality of the counsellors who have been appointed to various positions. By and large, counsellors are better trained and more able to handle a wide variety of issues that arise in schools, not simply the distribution of vocational information, as was their primary role in the early 1960's. Counsellors currently trained in Canadian Universities are able to do: vocational guidance, individual counselling and consulting work with teachers and parents in terms of how they can more effectively handle children in their care.

Along with the growth of the counselling profession in Canada there has been a similar growth in the Canadian Guidance and Counselling Association (CGCA). It was about ten years ago when the founding meeting of this organization was held in Niagara Falls. Since then CGCA has had five national conferences, each of which seems to be more successful than the last. At the June, 1975 CGCA conference held in Vancouver, there were over 1,000 delegates in attendance. On the basis of feedback received to date, it appears that persons who attended the conference found it very worthwhile and informative. Not only has CGCA been successful in staging national conferences but it now has two successful publications in the form of a newsletter known as COGNICA and a journal, the Canadian Counsellor. Additional activities of CGCA include sponsoring regional conferences, of which the first was held in Calgary one year ago and the next one is being planned for Halifax, during the spring of 1976. There is also a strong movement on the part of the CGCA to sponsor workshops across Canada on issues of particular concern to counsellors. Anyone interested in becoming a member of CGCA should contact Richard Young, 52 Edgehill Crescent, London, Ont. N6G 2T3

When I was originally asked to address myself to the counselling scene across Canada many areas came to mind. However, after due consideration I decided to restrict my comments to six issues that I perceive as being major concerns to counselling in Canada today.

Counsellor Training

At the present time there is a tremendous variation in counsellor training programs across Canada. Increasingly, those hiring counsellors are requesting more standardization in counsellor training programs so that when a counsellor is hired those hiring him know what in fact the counsellor is capable of doing. In particular, employers are concerned about what sort of courses the counsellor took and what practicum experiences he went through while undergoing counsellor education. To achieve clarification of this situation it is necessary that a national body such as CGCA recommend to universities a core program for completion by those wishing future employment in the counselling profession. In addition to professionally trained counsellors, it is also necessary to look at the training of paraprofessionals and volunteers who are increasingly being used to work in a counselling capacity. This trend to use paraprofessionals is no doubt a reflection of the work of Truax, Berenson and Carkhuff who found that many non-professionally trained persons had some basic skills which made them capable of functioning in a counselling relationship. In any event it is clear that if the counselling profession is to continue to grow it must spell out necessary training standards.

Vocational Guidance

It seems, in Canada, we have come the full circle in the area of vocational guidance in the last ten years. Today there is a strong drive on the part of manpower departments both federally and provincially to provide more vocational guidance to students. This was the same situation that was present ten years ago when the federal

government established a financial incentive program for vocational guidance. It seems that as the job market becomes tighter the government emphasizes the importance of vocational guidance. The other factor which may have in fact stimulated the new interest in vocational guidance is the current rapid industrial development in Canada. This rapid development which is reflected by the Athabasca Tar Sands, the James Bay project and the projected MacKenzie Pipeline has resulted in a severe shortage of tradesmen. It appears that government is faced with the dichotomy of either training more tradesmen from our own population or importing tradesmen from other countries. Government seems to have opted for the former and is making a strong thrust by way of its manpower departments to get more people oriented towards the trade areas.

Elementary Counselling

The elementary school student in many respects has been the most neglected person in all of education. Classes in elementary schools have had the highest pupil-teacher ratio in all of education. The higher one goes in the education system, the lower the teacher-pupil ratio. Most research has been done in the past few years in terms of the effects of early childhood experiences and early educational experiences on the later development of the human being. The results of this research indicate that early experiences have a strong effect on the later educational achievements of a person. Thus, a person who experiences failures in his first years of school is likely to continue that pattern for the rest of his life, regardless of intellectual ability or remedial experiences provided at a later stage in his development. As a reaction to this, there has been a strong thrust throughout Canada to develop elementary counselling programs in schools. Elementary counselling is based on a preventative model and assumes that by providing elementary counselling services many crises which students might experience at a later age are prevented. It appears that this thrust into elementary counselling will continue for the next few years and many new counselling positions will be established in Canadian elementary schools.

Developmental Counselling

Traditionally, counsellors have tended to work at the high school level and primarily with crisis cases. Frequently, a case reaches such crisis proportion prior to counsellor involvement that counselling assistance at this late date is of limited benefit. In view of the foregoing, Canadian counsellors generally believe that counselling services should focus more directly on developmental problems, thereby alleviating, in part, the present need for crisis involvement. For example the DUSO program is an approach which can be used from grades one to six in helping youngsters solve normal developmental problems so that they do not develop into crises situations. Similarly counsellors are increasingly viewing themselves as consultants to teachers and parents rather than just for children in school. It seems that counsellors have a very viable role in the area of assisting significant adults in childrens' lives to help children modify their behavior.

Family Life

There is a general perception throughout Canada that the quality of family life is being eroded. Evidence is found in the increasingly high divorce rate and the high rate of family breakdown. There are various approaches which can be taken to rectify this situation; such as premarital counselling, family reconciliation counselling, etc. Insofar as the schools are concerned the main action seems to be centering in the family life education programs which are springing up throughout the country. Counsellors by and large are very interested in this whole movement. It would appear that counsellors will become more involved in the family life education movement in the future.

Job Opportunities

About three years ago it was doom and gloom in terms of opportunities for counsellors and the number of people going into graduate studies in counselling from the area of education seemed to be on a decline. This has changed very radically. The opportunities for persons trained in counselling seem to have grown by leaps and

bounds in the last couple of years. Increasingly, noneducational institutes are hiring trained counsellors. Such agencies as alcoholic treatment centers, hospitals, child guidance clinics etc. are increasingly turning to counsellors who have training primarily in the field of education. These agencies appear to be moving away from the medical model and towards an educational model. Thus in my opinion job opportunities for counsellors now and in the future are excellent, not only in schools but in other community agencies.

In summary the counselling profession appears to be on an upturn across Canada. The renewed interest in vocational guidance, the family life education movement, the spreading acceptance of elementary counselling and the use of counsellors as consultants have all contributed to this resurgence in demand for counsellors.

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RESEARCH ON VOCATIONAL INDECISION

By: Terry Mott

The author of this research investigated career indecision of secondary school students. Some theorists have proposed two types of career decision-makers. They distinguish between the healthy experience of postponing decision in order to explore the vocational work more thoroughly and the unhealthy avoidance of the "pain of a decision". In further explicating this distinction, these theorists have contrasted the two types of individuals as either having problems of "indecision" or of "indecisiveness." It has been suggested that the critical diagnostic consideration in differentiating indecision and indecisiveness is the assessment of the role of anxiety in the etiology of the problem.

Anxiety for the person who experiences "indecision" is viewed as a consequence of a learning deficit by virtue of a limitation of experience in the vocational development of the person. Likely the person has experienced restricted opportunities to acquire or learn the responses necessary to make a vocational choice.

In contrast "indecisiveness" is viewed as being directly related to antecedent anxiety. The act of making a decision or commitment is quite anxiety arousing for the person characterized by indecisiveness. The indecisive person avoids making decisions even though the person has the necessary information or skills or has had opportunities to acquire them. Furthermore, this person's anxiety tends to be pervasive and through the process of generalization may be associated with other stimulus situations.

Specifically, this study was designed to test the empirical validity of the constructs of indecision and indecisiveness. The purpose can be described by the general question "Can high school students who experience difficulties in making a career decision be adequately discriminated by the constructs of indecision and indecisiveness?"

The study was conducted in two parts. The subjects for part one consisted of 120 vocationally undecided secondary school students of which 64 were female and 56 were male. Thirteen subjects were grade twelve students and the remaining 107 were grade eleven students. The subjects ranged in age from 15 to 18 years with their median age being 16 and a half years. The objective was to test the effectiveness of a Career Information Workshop (CIW) as a treatment for vocational undecidedness. A three group design which controlled for the reactive effects of the initial testing was used. The data collected for part one of this study were submitted to a two-way analysis of variance. The results confirmed the effectiveness of the CIW for the purpose intended.

Subjects who had experienced the CIW (15 boys and 15 girls) were used for part two of the study. The objective was to test the empirical validity of the indecision and indecisive constructs. Subjects were

assigned to one of two groups on the basis of whether they did or did not show an increase in their degree of vocational decidedness after experiencing the CIW. Using the Attitude Scale of the Career Maturity Inventory (CMI) and Self-Evaluation Questionnaire (SEQ) scores as the dependent measures, it was predicted that one group would be significantly more vocationally mature and exhibit significantly lower levels of state and trait anxiety than the other group. Data analysis by "t" tests supported the hypotheses by revealing that the indecision group was significantly more vocationally mature and exhibited significantly lower levels of state and trait anxiety than the indecisive group.

Approximately one month after the end of the experimental period a second data collection took place to assess the degree to which experimental results were maintained over time. The analysis of this follow-up data produced results that confirmed earlier findings. The results of this investigation were then discussed in terms of implications for vocational counselling and also in terms of further research possibilities.

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SNAKE EATING ITS OWN TAIL DEPARTMENT

Excerpt from Behavior Today, May 5, 1975

Eugene Garfield, president of the Institute for Scientific Information analyzed a group of 77 psychology and behavior journals as a unit to find out which journals most cite this unit as a group.

With eight exceptions, the 50 journals that cited the data-based psychology journals most often were journals from the data base itself. Among the 50 journals most cited by psychology journals are 35 of the journals most often citing psychology journals.

All in all, the 50 journals most often citing psychology journals accounted for 89% of all citations made to the 77 journals in the data base, and the 50 journals most cited by psychology journals accounted for 77% of all the citations made by the 77 journals. Of all the citations received by the journals most often cited by psychology journals, the same group accounted for 54%.

"I would not go so far as to say that psychologists and behavioral scientists work in a closed tower," offers Garfield, "but very obviously they seem not to look too much at the research world elsewhere. If they do, they seem not to have found much that is helpful. If they have, they aren't admitting the fact in their citations."

Garfield's report appeared in the March issue of Current Contents.

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ECP PROJECTS

Plans are well underway for "Explorations in Career Planning" Projects during the month of March, 1976. The following areas plan to host a project this year: Camrose, Ponoka, Hinton, Banff, Grande Prairie, Slave Lake, Smoky Lake and Vermilion.

School jurisdictions are advised that if they are interested in hosting an ECP Project during the 1976-77 school year that notification of this intent should be forwarded to the Supervisor of Counselling and Guidance early in the new year to facilitate planning. A publication titled "Guidelines for the Explorations in Career Planning Project" is available by request from the office of the Supervisor of Counselling and Guidance. This publication should be useful in providing "prospective hosts" with information on the ECP Project.

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FOCUS ON

COUNSELLING IN EDMONTON CATHOLIC SCHOOLS

High School Counsellors

Left to Right: John Schile, Fran Bowen, Leigh McMillan, Gene Kalita, Marianne Miles, Carl Paproski, Charlaine Bianchini, Claude Quimet, Matt Hertz, Lucille Louchette, Marge Grabia.

Elementary/Junior High Counsellors

Left to Right: David MacDougall, Ass't. Director of Pupil Personnel Services, Doreen Kostynuik, Paul St. Cyr, Denise Bryden, Frank Josey, Gene Gauthier, Jerry Quinn, Pat Crowe, Marge Grabia, Marilyn MacKinnon, Joan Hunt.

Counselling in Edmonton Catholic Schools had its origin in the early 1950's at the high school level. At that time, it was referred to as Guidance Counselling, and was under the jurisdiction of the Supervisor of Religious Education. In these beginning phases, the focus was centred upon helping students arrive at career decisions, and to select adequate educational routes to get there.

The school district, during the 1960's experienced unprecedented growth. All kinds of services to students and to teachers expanded, including counselling services. High schools first, then junior high schools engaged counsellors to assist in educational and vocational choices. However, it became evident that counselling had a greater role to fulfill than dissemination of career information. A counsellor might receive a student with a career question, only to discover a deeper personal or interpersonal factor that needed resolution. It became ever more important to have counsellors with highly specialized psychological skills in addition to a good knowledge of careers and educational programs.

During these early years of "Guidance Counselling", one of the first programs of "special education" was developed known as the "Pre-employment Program." Students who had great difficulty in regular programs were given skills that could be translated into obtaining employment. Out of this pioneer effort, spearheaded by Father Walter Fitzgerald, the whole program of special education developed.

In 1963, counselling was organized into a separate entity, and given a supervisor who doubled as school psychologist. As the needs of high school students were met, attention began to be directed towards behavioral and developmental problems of younger adolescents at the junior high level. While helping students make appropriate choices for high school remained high in priority, adjustive counselling grew in importance.

Several factors have influenced the direction that counselling took during the 60's. The family unit has undergone a vast change within the past twenty-five years. In the tighter knit community in which everyone knew nearly everyone else, a number of "elder statesmen" became unofficial advisors to young people. The larger families had an uncle or aunt that youngsters could seek out as a confident. Urban children, to a large extent, have lost this type of contact.

Today, with society moving at a faster pace, even within families the art of counselling has diminished. Fathers have less opportunity to advise their sons. The business of providing an affluent status for the family has removed father from his role as a leader in his own home. Mother too has different demands placed upon her that diminish her functioning as a counsel to the children. Children have become so highly organized in clubs, athletics, drop-in centres, that they have little time (and subsequently) inclination to reflect, with their parents, about values, attitudes, positions.

The world has become more complex. Careers are changing so rapidly that sociologists claim a youngster entering high school will have to train for three separate careers during his lifetime. The day when the son followed in his father's trade or business is almost gone. This form of insecurity has a marked effect on students today.

The choices of educational patterns and tentative careers, have now to be made almost at the end of elementary school, by children who in no way could be considered sufficiently sophisticated at such demanding decision making. It is difficult enough to decide whether to do one's homework or watch television.

Finally an element of insecurity has developed that even adults are finding overwhelming. Insecurity in world and national politics, insecurity based on problems of pollution of our very environment, insecurity founded in social phenomena such as inflation, drugs, pornography, and a diminishing of traditional moral values, all have a marked unsettling effect on today's youth. It is our aim to help students develop greater self-reliance regarding educational and career choices and in handling personal problems.

Behavioral Problems in Elementary Grades

More recently, it is realized that many, if not most of the problems appearing in students in high school had their origins much earlier in life. The development of counselling at the elementary and early childhood levels is a direct attempt to meet behavioral, educational and interpersonal difficulties at the earliest possible stages.

There is no doubt that the development of psychologically correct, as well as logically correct, means of discipline is one of the major concerns in education today. Teachers have no difficulty handling a classroom provided that each child wishes to learn and cooperates positively with the teacher to this end. The moment a child becomes a reluctant learner or a disruptive influence, many teachers become defeated. There is very little day-to-day assistance available to help teachers cope with behavioral problems.

It might also be considered a truism to state that in order to affect a change in behavior in children, we must influence the manner in which significant adults, mainly teachers and parents, respond to children's misbehavior. It is equally important to guide teachers into identifying the goals under which a misbehaving child is operating, as it is to instruct parents in methods of identifying and counteracting mistaken goals.

Elementary school counsellors, adequately knowledgeable in techniques of goal identification and development of remedial activities based on natural consequences and techniques of encouragement can be a valuable asset in the educational process in which behavior problems are evident.

It is vital that counsellors be well versed in basic counselling skills such as interview skills, communication skills, having proper attitudes of acceptance and empathy. It is also highly desirable to have had teaching experience in order to consult better with teachers on educational matters. However, equally important is to have specialized training in working with adults in order to build skills and techniques of handling useless or non-productive behavior in children.

More and more, teachers are recognizing that the old authoritarian methods of handling difficult children are not successful. In heading towards a democratic approach to classroom management, many teachers feel that by merely abandoning autocratic techniques, that responsible behavior would result. In too many cases this does not happen. Rather, the children merely have become unmanageable in a permissive atmosphere. This seems to be the point in space in which we are located today. Teachers can no longer be successful autocrats, nor have they yet reached the ideal of a responsible democratic atmosphere in their classes.

At the elementary school level, the major portion of a counsellor's work is with teachers and parents. Once understanding is reached regarding the motivation of children's behavior, appropriate remediation can then be taken.

A vital counsellor role includes working with school staffs so that knowledge of a child's goals is held by all teachers. A similar role involves having parent study groups aimed at providing techniques to parents that are consistent with those developed at school.

The following components compose the major functioning of elementary school counsellors:

1) to assist in developing classroom management skills
   - diagnose goals of misbehavior in children
   - develop adequate methods of encouragement
   - develop specific remedial techniques for maladaptive behavior
   - develop an atmosphere based on mutual respect

2) To assist parents to understand behavior of their children through study group techniques.
   - understanding normal developmental behavior
   - recognizing maladaptive goals
   - developing adequate behavioral remedial techniques
   - learning adequate means of encouraging children so that maladaptive behavior serves no function

3) To serve as a resource person in the area of learning disabilities
   - assisting in diagnosis of difficulties
   - developing remedial programs
   - integrating psychological assistance with remedial

Current State of Counselling in Edmonton Catholic Schools

Counselling is one of three major areas of Pupil Personnel Services in the Catholic Schools, with Clinical Services and Special Education being the other two. Pupil Personnel Services has a director and two assistant directors to provide leadership and coordination to the practises and programs within its jurisdiction.

There are currently 15 full-time and one half-time counsellor in the high schools and 18 full-time and one half-time assigned to elementary-junior high. It is anticipated that any growth in the next few years will likely take place at the earlier levels. The ultimate goal is to ensure that all students from K-12, in all schools, will have access to counselling services.

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JASPER ELEMENTARY SCHOOL'S REMEDIAL UNIT

Introduction

In response to teacher concern regarding availability of services to elementary children with special educational needs, a remedial unit staffed by half-time psychologist and a full-time resource room teacher was established in the Jasper Elementary School. Monies provided by the Learning Disabilities Fund, the Educational Opportunities Fund, and the Special Education Teaching Position Grant supplemented by contributions from the Jasper School Board made it possible for this relatively small school (present student enrollment 316) to provide psychological and special educational services to its students.

In the two years since its inception the program has served 77 students. Of this number 33 have made a successful educational comeback, 13 have moved from the school or community, and 31 are still enrolled in the program. These figures are based upon decisions made in line with the evaluation procedure outlined later in this article.

"Snoopy's Corner," as the remedial unit is called by staff and students is an example of how one school in a small town has decided to allocate funds which are presently available from the Department of Education to meet the needs of its educationally handicapped students.

Referrals

Referrals originate most often from a child's classroom teacher; however, several referrals have also been received from parents, administrators, public health, local doctors, and the students themselves. Classroom teachers are asked to complete referral forms organized as checklists of specific behavior which are designated by a number code indicating how often this behavior has been observed recently. In this way an emphasis is place upon early iden-

tification of the problems. Through liaison with the Early Childhood Services program in the community and through teacher cooperation in the primary grades many younger students with minor problems are referred.

Parental Contact

Enlisting the cooperation of parents at the earliest possible point is stressed. Parents are contacted by the school psychologist as soon as possible after the referral is received, and the reason for concern is described to them. The parents are asked to discuss the issue with the child and to express their own reactions and to seek more information from the school if necessary. The parents are questioned regarding unusual aspects of the child's developmental history, such as delay in learning to speak, or of his environmental history, such as a long period of hospitalization, or emotional upsets. Suggestions are also made for concomitment medical, visual, and/or hearing checks where appropriate.

After the parents' concurrence has been received plans are made for psychological and educational testing to be done.

Initial Assessment

The school psychologist using the appropriate psychological and educational diagnostic tools and information from cumulative files and previous teachers does a case study of the child and a written report is prepared. Special emphasis is placed upon discussing the students' attitudes toward his classroom experiences, the testing procedure, and the possibility of being scheduled for special help in the resource room.

Conferences

When the initial assessment has been done and a report containing recommendations has been prepared by the school psychologist, interviews are arranged with teachers and parents. Often the parents are anxious to talk about changes they may make at home. Sometimes it is suggested that the parents seek further diagnostic information before definite plans are formulated. If scheduling in the resource room is recommended, a discussion of some aspects of the service offered there may be desired. Parent-teacher interviews may also be arranged so that the parent may become familiar with the regular classroom teacher's view of the situation.

Conferences with teachers generally centre around a discussion of the test results, the home situation of the child, and the possibilities for educational planning. For each child moving into the resource room program, scheduling must be arranged, and some tentative objectives for the special program discussed. A conscious effort is made to plan a program for the resource room which should transfer or generalize readily to the behavior expected from the child in the regular classroom.

Program Development and Planning

The development and planning of appropriate programs for students identified as having special educational needs is the joint responsibility of the school psychologist and the resource room teacher. A careful evaluation of the learning abilities (strengths) and disabilities (weaknesses) of the individual student is conducted, and a list of behavioral objectives, suggested teaching methods, and materials is compiled. The goal sheet is discussed with the student, and the student is asked to sign it indicating that he wishes to acquire the behavior indicated.

Program Implementation

The program is implemented by the resource room teacher. Two rooms in the school are available for use. One room is a very small windowless area which has been cheerfully decorated and adapted to the present use by the construction of shelves, study carrels, and the purchase of a carpet. The other room is a classroom which is used by the music specialist during the mornings. In the afternoon the room is subdivided using the furniture available. Approximately one third of the classroom contains the materials used by Snoopy's Corner. A cheerful decor carrying through the "Snoopy" theme has been devised for each room.

A combination of teacher-directed small group instruction activities and an individual learning centre approach is currently being used with groups of students ranging in number from one to six. Although most of the students are included in the same age groupings, this is not always the case. The decision of which students to place together is made on the basis of the type of program on which they are working, social compatibility, and scheduling possibilities.

The length of time scheduled for the students is to a certain extent determined by the schedule followed by the rest of the school, i.e. forty minute periods. This time allotment is flexible, however, as some students attend for an eighty minute block, and some of the young students for twenty minute periods. The average length of time per week spent in the resource room is 2 hours per student.

The frequency with which a student attends depends upon severity of the problem, availability of time, and age of the student. A serious attempt is made to schedule grade one students more often for shorter periods of time, for example, five times per week for twenty minutes, rather than three times per week for forty minutes.

Although the school psychologist often observes during the course of a week, the responsibility for implementing the special educational program rests primarily with the resource room teacher who plans each lesson with reference to the goal sheets described above, which have been cooperatively prepared by both members of the remedial unit staff.

Program Evaluation

The personnel at the Jasper Elementary remedial unit strongly believe that evaluation, in order to be effective, must be ongoing and built into the plan of action. Therefore, every six weeks an "evaluation period" is held during which each student is reviewed. A written questionnaire is distributed to the teachers soliciting feedback on changes, either positive or negative, in the students behavior during the preceding six weeks. The resource room teacher also fills out this questionnaire on every student she teaches. Following the accumulation of this data the goal sheet for each student is pulled, and each objective is designated as being "attained, needing further reinforcement," or "not covered." A new goal sheet is prepared to cover the next six weeks and is repeated until the student is described as needing no further assistance. The high turn-over rate in the resource room indicates that students are not getting "stuck" in a special education class: many placements are truly "temporary."

At three times per year (fall, spring and year end) all parents of children who are receiving remedial help are interviewed. A written profile describing the student's progress is given to the parents, and a discussion of the methods being used, and the student's reactions to the program follows. Parents are invited to make arrangements to visit "Snoopy's Corner" during operational hours when their child is working there to see at first hand what the student is doing. A further development of parent programs including discussion groups, and film showings is planned.

Further testing is another form of evaluation which is done at frequent intervals to add further information to the planning and programming stage as well as to the program evaluation.

An evaluation of the total remedial program at Jasper Elementary has been conducted for the last two years by Dr. John G. Paterson, of the University of Alberta. Through these contacts an attempt has been made to keep the program as innovative and up-to-date as possible.

Conclusion

In a small town where specialist services are many miles distant, a project such as the one described is asked to handle a wide range of problems which would be handled differently in a centre with more diversification of services. "Snoopy's Corner" must attempt to serve the students who attend Jasper Elementary, whatever their special educational needs. Perceptual handicaps, educable mental retardation, learning disabilities, speech and language disorders, and preventative programs are only a few of the areas in which we are involved. In addition, the concept of being a "resource" room to teachers is also being pursued. Attempts to share our resources of materials and ideas with classroom teachers in the school are underway, and many teachers have responded with their own valuable suggestions on effective techniques, interesting materials, and informal feedback on children's progress.

In the two years since the program became operational we have witnessed what we feel are the cumulative results of student success following involvement in "Snoopy's Corner." More positive attitudes in students have been generated and more parent understanding and enthusiasm for the program has been reflected. This situation has resulted in a general sense of optimism regarding the future success of this elementary "remedial unit" project.

Mrs. Marg Forrester, school psychologist, and Mrs. Judy McPhee, resource room teacher, would welcome contact with other areas who are engaged in similar projects.

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DEVELOPMENTAL GUIDANCE IN JUNIOR HIGH SCHOOLS - A POINT OF VIEW

Submitted by Al Herman, University of Calgary
Excerpted from a presentation given at the Guidance Council Conference, Banff, October, 1975.

. . . in Manitoba, counsellors were teachers who had a pretty good understanding of kids with whom they worked. A little bit of formal counsellor training had provided them with a few ideas and they put these within an educational model. In Alberta, school counsellors had been for the most part trained to be clinicians--therapists. They were therefore concerned with remediation, with adjustment, with therapy i.e., a psychological or post hoc function rather than a priori function--anticipatory to a problem.

In the meantime our Alberta Junior High school group guidance was falling into disrepute. I don't know who disliked it more--the students or the guidance teachers.

When we think of the role of a school counsellor there are many things to be considered. The first consideration should be the kids and their needs. Take Dick, for example, who is a typical student. He is faced with the needs of deciding what he will take in high school, of developing satisfying relationships with other boys and girls, of learning who he is, what he wants out of life and how he can achieve these aims. He, like most of his classmates, can progress through school without therapy. He really doesn't need the counsellor as a therapist; however, he could use help in making better decisions and plans, receiving information required, and in developing more satisfying roles than would otherwise be possible.

Consider secondly where our greatest successes as school counsellors have occurred. We have for the most part had fairly good success when we attempted to

help students with aspects of decision making, communication processes, job entry skills and developing awareness and understanding. Note that these undertakings involve a teaching function rather than a psychological or therapeutic function.

Although many school counsellors still operate from a therapeutic stance--and goodness knows the universities taught them--their success rate is no better than general clinicians and Eysenk and others proved a long time ago that this success rate was very little better than TIME--besides how many students need this kind of treatment?

Consider also the student counsellor ratio. We are naive if we believe that these are going to get to 200:1 or even 250:1 for the total school population i.e., elementary, junior and senior high. I can't really see it getting much better than 300 or 350:1. So we have got to get to more students than we presently are. If we are good facilitators, and are involved in curriculum planning in our schools we can effect much through teachers--and let's face it, many of these people handle classes as well as we do or better. They may not know all the fancy terminology of behavior dynamics but they can get kids involved. And if we work through them and demonstrate our skills, in a working situation, maybe we'll gain that visibility in the school that is so badly lacking in some places.

Consider that students have certain societal demands and pressures within certain time frames of their life. Havighurst called these developmental tasks in 1952. They haven't changed much. Kids still need to develop appropriate social roles, they must still learn to communicate, they must still learn to achieve emotional independence, and they must learn how to select and prepare for an occupation. So why don't we attempt to help them with these tasks?

In the U.S.A. in the past several years the handwriting became very clear. Secondary school counsellors have felt the axe sharply. They've found themselves a small reprieve in career education which they are now developing (K-12) in an articulated fashion. This does involve counsellors in a much broader education function than before. I trust we don't jump on the same bandwagon because the approach of career education is too narrow--it has as its ultimate goal an appropriate job for everyone. I hope Canadian educational goals are broader. A wider approach stressing a total life style function is what I advocate with the counsellor being the key person in the development of the affective aspect of that education.

So I'm suggesting that we move to an educational model of counselling and away from the therapeutic model. I quite realize that there will always be a need for remediation, therapy and cure. However the raison d'etre of the school counsellor is in developmental counselling and working with greater numbers of students.

To date I note little developmental counselling done in schools. It is true that some counsellors are beginning to teach life skills units to students but not in an articulated, sequential or developmental manner. Rather it is often only because they hear someone had some success with it and so they are trying it too.

This says several things to me. First, that counsellors would really like to try group work and would really like to be more effective with things other than a typical dyad. Perhaps they haven't been taught to do otherwise in their graduate training or perhaps they lack training. I do know, however, that most are darn good people and they are searching and they are trying because they realize that there have to be better ways to work with kids.

Secondly, I think that the search being made by counsellors indicates they are aware that there is content in guidance and that this can be taught. In the U.S.A. it goes under such names as affective education, psychological education of the person, and career development.

A change from a therapeutic model to a developmental educational model is going to take courage and hard work. I don't think it can be achieved effectively in piecemeal fashion. I think it has to be done system-wide, because it involves changes in philosophy and it involves

personnel other than the counsellor.

I am quite aware that there are distinct dangers involved in making this change. Change always involves risk. The one most threatening danger is that counsellors will be absorbed and scheduled as classroom teachers. Goodness knows counsellors fought hard to gain time to counsel and we don't want to lose what it took sweat and toil to gain. That would be the last thing I would want to see happen. Counsellors are not teachers, they are counsellors and as such need total flexibility. They are, however, involved in the education process and as such are educators; they do see students in groups and in the future more of this will have to come about. If we move from a service orientation to a program orientation the counsellor's scheduling really wouldn't be much different than now. It is really dependent on one major premise: how well has the counsellor established himself and counselling in his school with administration and the teachers? I think that if he has the confidence of these people and if he can demonstrate competently what he advocates then he has nothing to fear. School administrators aren't really such a bad group of people--as a matter of fact many of them have been former counsellors. . .

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WARM FUZZIES

By: Claude M. Steiner (1969)

Once upon a time there were two people called Tim and Maggie and their children John and Lucy. They lived during the happy days when everyone was given at birth a fuzzy bag out of which they were able to pull a warm fuzzy at any time. The warm fuzzies made people feel good, and without getting them regularly the people would actually shrivel up and die.

People were always asking each other for warm fuzzies and since they were always given freely, getting enough of them was never a problem.

One day a bad witch became angry because everyone was so happy and no one was buying her potions and salves. She despised the warm fuzzies and devised a wicked plan. She told Tim that if Maggie kept giving warm fuzzies to Lucy she would run out and there would be none left for him. Tim took the news to heart and began to notice every time Maggie gave a warm fuzzy to somebody else. He soon began to complain to her and because she liked him very much she stopped giving warm fuzzies away and reserved them for him.

The children, after watching their parents, became very careful giving up their warm fuzzies and soon all the people began to notice the lack of fuzzies.

Well, people were beginning to shrivel up and die and the evil witch didn't want this so she devised a new plan. She gave everyone a bag that was similar to the warm fuzzy one except it was cold and out of it came cold pricklies. The cold pricklies kept people alive but made them very miserable. Oh the difficulties that did arise! The people became very stingy with their warm fuzzies and would give out cold pricklies instead. They were so afraid their supply of warm fuzzies would come to an end that they began buying, selling and counterfeiting warm fuzzies.

And then, a woman born under the sign of Aquarius came to the unhappy land. She had never heard of the witch and gave out her warm fuzzies freely. All the children liked her but the grown-ups became concerned and passed a law making it a criminal offense to give out warm fuzzies in a reckless manner. The children ignored the law and as there were as many children as adults it looked like they would have their way.

As of now it is hard to say what will happen.

Will the adults' forces of law stop the recklessness of the children?

Will the adults remember the days of their childhood and join the children?

NEWS FROM ALBERTA ADVANCED EDUCATION AND MANPOWER

For the past year the Career Information Centre in Lethbridge has offered an information service to counsellors and students in Southern Alberta. The CIC is a pilot project of the Career Resources Branch of the Department of Advanced Education and Manpower. The Centre was the first step in the development of a centralized system for the dissemination of career information in Alberta. This fall the Career Resources Branch, operating out of the Manpower Services Division offices in Edmonton, will be providing a service similar to that of the CIC to persons in Central and Northern Alberta.

These services basically consist of providing the school counsellor upon request, career-related materials which:

- take into consideration the special interest and abilities of the student for whom the information is requested.
- summarize where training is available, the length of the training and what salary may be expected during and after training.
- give the name and the means of contacting a resource person who is willing to talk about his/her job.
- provide up-to-date information on the labour market in Alberta.

The format most often used to present this material is that of an Occupational Profile Sheet or summary sheet of the information compiled from many sources. The Occupational Profile proves to be a time saver for both the counsellor and the student. The counsellor is freed from researching and gathering together resources and the student is provided with information which is succinct and easy to read.

The Career Monograph is another format the Branch has prepared on occupations for which little or no information is available from established sources. Careers for which monographs are developed may be occupations which are unique to Alberta, for example coal mining, or relatively new fields such as Pollution Control.

In dealing with an information request full use is made of the resources available from other career information agencies, from industry, from associations and from the educational institutions. Information files are based on the Canadian Classification and Dictionary of Occupations and have been developed in co-operation with the Edmonton Public School Board Career Centre, which contains resource materials on over 400 different occupations. The Service Research Division of this department provides statistical data on manpower requirements and occupational trends. Relevant materials from any or all of these sources may be forwarded with the Occupational Profile Sheet.

The major objective of the Career Resources Branch is the development of an adequate method for keeping Albertans informed of the changing career opportunities available to them. We feel a service developed from specific information requests is an effective method for achieving this goal as it allows for the continuous up-dating of materials and is responsive to the changing needs of individuals.

The Branch does not want to duplicate the services already available to persons involved in career exploration but to provide a service which is supplementary and complementary to these other sources. There are many ways in which this service can be improved and expanded. A recent survey the Branch conducted of 700 guidance counsellors throughout Alberta will give us an indication of the ways in which we can be of the most assistance. In the future we hope to introduce new programs to provide a truly responsive information service.

If you wish further information about the Career Resources Branch or wish to make use of our services, our efforts are located at:

Rm. 406 IBM Bldg.
10808 - 99 Ave.
Edmonton, Alta.
T5K OG5
(403) 427-3659

Rm. 407 Professional Bldg.
740 - 4th Ave. South
Lethbridge, Alberta
TIJ ON9
(403) 427-3659

THE HELPING SERVICES - IN STEP OR OUT OF TUNE?

ANNUAL SCHOOL COUNSELLORS' CONFERENCE, 1975

The 1975 Annual School Counsellor's Conference, jointly sponsored by the Guidance Council of the Alberta Teachers' Association and the Department of Education, Province of Alberta, was held in Banff on October 3 and 4th. Co-chairpersons of this conference were Mr. Jack Flaherty, President-Elect of the Guidance Council and Dr. Terry Mott, Supervisor of Guidance, Department of Education. The banquet program was chaired by Mrs. Heleen McLeod, President of the Guidance Council.

The Conference being held at the Banff Springs Hotel may have helped account for the fact that attendance was one of the largest ever. We were delighted to welcome over two hundred and fifty people to this Conference, many of whom were attending for the first time. Delegates came from a wide variety of geographical and employment areas throughout Alberta.

We were once again most fortunate in having the Institute of Chartered Accountants of Alberta host our pre-banquet cocktail hour. Mr. Gordon Woodman, President, brought greetings to our group from his professional organization. The presence of the Accountants and their guests, as well as their hosting of our group, was sincerely appreciated.

Keynote speaker was Mrs. June Sheppard, prominent columnist with the Edmonton Journal, who is also actively involved in radio and television work. Mrs. Sheppard spoke directly to our theme, indicating ways she felt counselling services could be improved, as well as what she saw to be the positive aspects of this service. A number of listeners considered some of Mrs. Sheppard's remarks to be controversial, sparking a great deal of interest regarding the reaction panel for the next day.

Following the keynote speaker, Honorary Life Memberships were presented to Mr. Gordon Cooper French and Mr. Leonard John McKenzie. Mr. French and Mr. McKenzie currently reside in Calgary. These men have worked in the field of guidance over the years and have done much for the whole area of pupil services and counselling in Alberta.

The Saturday morning program began with Dr. Neil Webber. M.L.A. and member of the Education Caucus Committee, who brought greetings to our Conference from the Government of Alberta. The plenary session featured a lively three-member panel reacting to the conference theme and the keynote speaker. Mrs. Gayle James represented social and community services, Mr. Walter Coombs represented mental health services and Dr. John Brosseau represented school based services. The Chairperson of this panel was Dr. John G. Paterson, University of Alberta. This session was a very active one with excellent interest and participation by both panel and audience.

Afternoon sessions dealt with developmental guidance in junior high schools, the counselor's role in the education of exceptional children, and a developmental approach to guidance being developed in the Edmonton Public School system.

At the general business meeting the following slate of officers was elected to the Guidance Council executive for 1975/75.

President	- Mr. Jack Flaherty
President-Elect	- Mr. Al Nichols
Past President	- Mrs. Heleen McLeod
Secretary-Treasurer	- Mr. Doug Melson
Editor	- Mrs. Lloyda Allen

The general feedback regarding the Conference was excellent and we anticipate an even more successful Conference in 1976.

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ATHABASCA UNIVERSITY -- A WORKING MAN'S INSTITUTION

The Government of Alberta has, within the last month, decided that Athabasca University will move from a pilot project to a full-fledged university status. This new institution will be charged with delivering university level studies to part-time adult students across Alberta. To implement this mandate and thereby equalize educational opportunity at the post-secondary level across both urban and rural Alberta, Athabasca University must relate to existing physical and human resources. This suggests a strong and very close working relationship with educators at the secondary level of education.

Recently, Athabasca University has appointed three Coordinators of Student Support Services. These Coordinators will, throughout the next couple of months, be actively soliciting the involvement of counsellors, teachers, and others as local course tutors. These Coordinators hope to identify and develop a network of local support personnel who will work directly with part-time adult students in their constitutency who are pursuing Athabasca University courses. These will be part-time positions in every instance and will require the course tutor to relate to his adult students in the evenings and on weekends. We hope that this support can be manifested in a number of different ways. Firstly, we would hope that the course tutor would assist students via the telephone in a telephone tutorial function. Secondly, it is desirable to have group meetings with students taking a particular course within a constitutency. Thirdly, it is necessary to both correct and supervise examinations from time to time. Lastly, it will be necessary for the local course tutor to orient new students to Athabasca University's distance education model and to assist the student in attacking course materials.

Counsellors or teachers who become involved with Athabasca University in this respect will be paid both an honorarium and a per student fee. In addition, local course tutors will be invited to orientation sessions once each year and General Assembly Sessions featuring notable academics at least twice a year. In summary, we intend to recruit first class educators who are interested in extending continuing education opportunities for the adult public in their constitutency. We intend to recognize this expertise in both a monetary and non-monetary way. Broadly considered, the local course tutor is not an arm of the University: in his locality he is the University. Athabasca University is here to stay and we would like you to become a part of it. If you have a baccalaureate degree and are interested in becoming a University course tutor in your locale on a part-time basis please contact Athabasca University at the following address:

Coordinators,
Athabasca University
14515 - 122 Avenue
Edmonton, Alberta
T5L 2W4

Phone: 452-9990

Allan Meech and John Minnis, two of the three newly appointed coordinators for Athabasca Student Support Services, discuss location of students in Alberta.

AVENUES FOR CHANGE ARE THERE--LET'S USE THEM

Jack K. Flaherty, President
ATA Guidance Council

It seems whenever professional counsellors interact with one another the conversation leads into issues confronting them in schools. The recent meeting of the A.T.A. Guidance Council, the Executive and Presidents of the Regionals, was no exception, and a major portion of the day's proceedings was spent discussing: counsellor education; the counsellor's role in mental health; the role of the counsellor; part-time vs. full-time counselling; the relationship of the counsellor with the principal; the role of Advanced Education and Manpower in career counselling; counsellor involvement in single-parent programs; and the counsellor's role in special education and learning disability programs.

The question raised in my mind from the deliberations was: What are counsellors doing across the province--from school system to school system--to resolve these concerns?

There are three traditional approaches which many of us have relied on in the past in seeking solutions to our problems; the university channel whereby professors involved in counsellor education carry the torch and lobby for change at the summit, i.e., through government policy making bodies or through senior officials of government; or we can look to the Counselling and Guidance Branch of the Department of Education and rely on this avenue for solutions to our problems; or, thirdly, we can look to the Guidance Council of the A.T.A. to initiate thrusts which may bring about a better climate for counselling and guidance.

The way I see things, the approaches alluded to above can be of much assistance, but the main avenue of change is through "significant publics" at the "local level" --children, parents, teachers, administrators, superintendents and trustees--who have a great deal of influence in determining what happens in public education. An example of this process in action was initiated in Zone 6* during the 1974-75 school term. A school counsellor in a junior-senior high setting did a survey attempting to identify the needs of students. The survey indicated a high interest in instituting a Family Life Education program. The counsellor lobbied with the administration, teachers and parents for support. They proceeded to give him the green light. He established a planning and development committee comprised of students, parents, teachers, trustees and professionals. As a result of the counsellor's efforts, a Family Life Education program was offered in the school as of September 2, 1975.

Advocating a lobbying approach within your school or school system may seem foreign to your nature as an educator or alienate you completely.

Recently, in discussions with a university professor, I was stating the need for school counsellors to become more vociferous and politically active, communicating to "significant publics" where they stand on educational issues.

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* Southern Region of Alberta

The professor quickly retorted that people in the "helping services" are not prone to this type of persuasion and find it alien to their function and position. I disagreed, suggesting that unless school counsellors and people in the helping services adopted a new role and accepted a posture of leadership on specific educational issues, they would lose by default. All one has to do is study what is currently happening, and observe other "agencies" moving into areas which were once considered the domain of the school counsellor.

If we pride ourselves in possessing skills in human relations and communications, what better place to start than at the "local level," exploring avenues available to us every working day.

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Mental Health in Schools

Loving Teacher, Classroom Preacher,
How do your children grow?
With psychic probes; affective goads -
I cultivate kids row by row.

Learning, October 1975

Submitted by Walter G. Coombs, Executive Director, Canadian Mental Health Assoc.

Excerpted from a presentation given at the Guidance Council Conference, Banff, October, 1975

This little couplet introduced a very good article on a variety of human relations programs being offered in schools. From primary to secondary levels there seems to be increasing interest in "awareness" improving strategies in schools. Many of them follow the group sensitivity processes which were popular in the 60's. Growth, whatever it is, seems to be on the way to becoming an "in" thing in educational circles.

Whether these experiences can be legitimately related to improving mental health remains to be seen. We have, rightly or wrongly, accepted the premise that more awareness and sensitivity will produce people who have "it" more "together." This is challenged by Rosenberg & Erghott Classrooms that Work who find no research to support the premise that better self-concept will improve behavior. Old assumptions based on the idea that most teachers had instinctive abilities to create a healthy school environment have been replaced by concepts which emphasize teaching the strategies of social, emotional and psychological adaptations. These directions are reinforced by the opinions of students in the study. "Teach Us What We Want to Know" (a study of 5,000 Connecticut students).

It would appear that loss of confidence in traditional institutions - the family, the church, the neighborhood - to socialize, civilize, and support children is leading the schools into a position of assisting students in healthy mental health development. Mental Health must be a school staple.

With this in mind, the choice of strategies with which to achieve better mental health for students is extremely important. The importance is emphasized because we can no longer rely on the past or present to indicate the directions of the future. As Toffler presents in Future Shock - "It is no longer sufficient--to understand the past. It is not even enough to understand the present, for the here-and-now environment will soon vanish. (We) must learn to anticipate the directions and rate of change. (We) must learn to make repeated probablistic,

increasingly long range assumptions about the future."

There are many strategies designed to aid in the development of social skills and personal self awareness. Among these are the Erhard Seminars Training, Magic Circle, Transactional Analysis for Kids, DUSO Kits, Teacher Effectiveness Training and Pflaumis Dimension of Personality. There are more, and others are being developed. This situation could possess some confusing choices for educators. Should they revise curriculum to add more human relations content? If so, when should the introduction be done - how early and in what fashion does the introduction take place? Books like Teach Us What We Want to Know provide some clues. Can our large ponderous systems really make the adjustments readily, or will it be reliance on individual teachers which will make new strategies go? The answer is both but probably the emphasis is on the individual practitioner.

Part of this challenge will be met if deinstitutionalization of education takes place. More reliance on other "gatekeeper" services and professionals is necessary. Teachers, and the system, must learn from others.

"We need a co-operative form of organization which recognizes that the necessary thinking and action will occur if we resolve to work together effectively. We need to stop hoarding our resources, our contacts, our ideas; we need to share. We need to recognize that we live in a society in which there are enough ideas and resources to solve our problems if we are prepared to work together instead of competing with each other." Robert Theobald, 1973.

There are cautions in the move into mental health areas. Once a school takes on a mental health function, there are no limits to what it needs to know, record and share with other agencies. The possibilities for invading family, or individual privacy in the interests of better mental health are immense.

Then, too, the development of openness and awareness isn't always a happy situation. Teachers can't always handle emotionally-loaded disclosures. They would prefer, like all of us, that youngsters come from situations where mothers show affection, fathers are steady and hard working and problems are solved by twenty minutes of shared discussion. We all know life doesn't come out that way.

Let us remember, too, that numerous studies suggest that adjustment to institutional settings like schools require qualities that are quite different from, in fact often at odds with, those that serve one well in coping as an individual in an outside world.

Most of the foregoing, hopefully, endorses increasing attention to mental health concepts in schools. It raises cautions about the strategies and motivations of such activity. Quite often, the motive is to make children safe for schools - to make them happy, co-operative and agreeable in school. However, when truly concerned, empathetic, highly skilled teachers provide affective education we quite often get the opposite. We get children who are strongly self-confident and can stand against the tide, to question routine and to demand changes.

There are hazards and benefits in pursuing what is called affective education. The choices need to be made but with care. Probably they have to be made with the following statement in mind:

"There is nothing more difficult to take in hand, more perilous to conduct or more uncertain in its success, than to take the lead in the introduction of a new order of things, because the innovator has for enemies all those who have done well under the old conditions, and lukewarm defenders in those who may do well under the new." (N. Machiavelli, 1513)

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